

Call for Participants: Campuswide Writing Assessment Work Group

Cal Poly's campuswide assessment efforts examine six core competencies: written communication; oral communication; quantitative reasoning; information literacy; critical thinking; and diversity, equity, and inclusion. Typically, each competency undergoes a three-phase cycle of research, evaluation, and improvement based on data collected in lower- and upper-division General Education (GE) and/or discipline-specific courses. Overall, this assessment process provides an important measurement of student learning and helps to ensure that degree programs are complying with accreditation standards.

Within the current WSCUC accreditation cycle, written communication will be assessed beginning in academic year (AY) 23-24 and culminating in AY 25-26. During Spring 2025, a working group will study written artifacts from lower and upper division courses across the curriculum with an aim toward articulating the various ways that students develop as writers while at Cal Poly. Consistent with prior campuswide writing assessment efforts, the overarching goal of this assessment project is to yield valid and reliable data that can be used to enhance the student learning experience. At the conclusion of this assessment cycle, we aim to establish writing benchmarks that may be used as a tool to help the campus community better understand, map, and evaluate student writing performance and development. Additionally, this written communication assessment project will apply linguistic justice and equitable assessment strategies and promote meaningful faculty development in line with Cal Poly's commitment to inclusive pedagogies.

In partnership with Academic Programs and Planning, the Office of Writing and Learning is seeking up to 12 faculty participants representing departments and disciplines across all colleges to join the Campuswide Writing Assessment Work Group.

Key work group activities will be as follows:

- Meet biweekly regularly during spring quarter to engage in discussion and analysis of student writing artifacts.
- Reflect on current writing assessment practices and co-develop strategies that prioritize equity and inclusivity.
- Participate in professional development focused on linguistic justice and equitable assessment.
- Design and apply an equity-centered framework for qualitative analysis of student writing from lower- and upper-division courses.
- Articulate findings about how students develop as writers at Cal Poly.
- Contribute to drafting an assessment report summarizing findings and offering recommendations for instructional improvements.

This project represents a valuable opportunity to engage in work that will shape writing instruction and promote student success across Cal Poly. Work Group members will gain university-level service experience and build connections with other faculty who are committed to building a culture of writing on Cal Poly's campus. Ideally participants will:

- Have experience with writing instruction and/or assessment in any discipline.
- Have experience with qualitative analysis methods.
- Demonstrate a commitment to enhancing student success in writing.
- Be willing to collaborate and share insights with colleagues across departments.
- Demonstrate a commitment to linguistic justice and equitable writing assessment practices.

If interested, please submit to Jolene Girten, jgirten@calpoly.edu, a 1- to 2-page statement of interest by April 25, 2025. Your statement should include the following:

- Your background and experience with writing instruction and/or assessment.
- How you envision contributing to the goals of this project.

For general questions about the work group, please contact Dr. Krista Sarraf, faculty lead for this campuswide writing assessment project, at ksarraf@calpoly.edu.